

An Integrated School Improvement Plan for

West Central Elementary
School District #235

July 1, 2014 – June 30, 2015

Draft 3/27/14

West Central Elementary



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I. INTRODUCTION AND BACKGROUND

I.1 SCHOOL COMMUNITY

Boundaries

The West Central School District consists of 298.7 square miles. The most distal points from north to south would be approximately 26 miles and from east to west about 18 miles. The western border of the school district is the Mississippi River. Townships (located in Henderson County) served by the West Central School District are Bald Bluff, Biggsville, Carman, Gladstone, Lomax, Media, Oquawka, Raritan, Rozetta, Stronghurst, and Terre Haute. Townships (located in Warren County) served by the West Central School District include Ellison, Point Pleasant and Tompkins. Blandinsville Township (located in McDonough County) is also served by the West Central School District.

School History

West Central School District is a consolidated district (9th year) approved by a large majority of voters in the November general elections of 2004. The district was formed by the consolidation of the former Southern School District #120 and the former Union School District #115 and became officially known as the West Central School District #235 on July 1, 2005. Pupil attendance centers were decided by the West Central School Board to be:

PreK – 5	Biggsville
6 – 8	Stronghurst
9 – 12	Biggsville

School Transportation

All of the elementary students are transported by district school buses. Some of the students spend just over an hour each way to school. Shuttle buses are utilized to transport students from campus to campus before and after school, as well as for after school activities.

Facilities

West Central Elementary School was opened in the fall of 1991. It currently serves the students in Grades K - 5th. West Central elementary students share a common music room and library with the high school. New lighting and a new parking lot were installed during the summer of 2006. Improvements in the ventilation system were made in the fall of 2006. A new phone system with phones in each classroom was installed in the fall of 2006. The former Science lab was divided into two classrooms during the summer of 2007. Wireless capability for technological equipment was added during the summer of 2010.

School Community

Based on the 2013 Sixth Day Enrollment report, West Central Elementary School serves a total of 339 students. There are 200 male students and 163 female students. Kindergarten consists of 61 students, 57 first graders, 44 second graders, 64 third graders, 69 fourth graders, and 68 fifth graders. The average classroom has 17 students. 55 students have an Individual Education Plan. The Individual Education Plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. 46 of the 55 students receive speech services. 30 students receive instruction from Special Education classroom teachers or have modified instructional plans. 58% of our students qualify for free or reduced lunch. Students are served by 19 classroom teachers, two full-time Special Education teachers, and three Title I teachers. Fine Arts instruction includes one Art teacher, two Music instructors (shared with the middle school and the high school), and three Physical Education instructors (two of these are also shared with the high school). One Librarian is shared between the elementary and the high school. One Speech instructor serves pre-school and elementary students needs two days a week. One school Psychologist and a school Nurse serve the needs of the district. One part-time Social Worker, Behavioral Specialist, and Occupational Therapist serves the needs of the district. There are ten full-time associates and six part-time Title I associates. Full-time associates serve as one-on-one aides, computer lab aide, special education classroom aides, or Library aides. There are two full-time custodians and two part time custodians. One maintenance position is shared with the high school. Two staff members support the entire technology needs of the district. Administrative services are provided by two full-time administrators and two secretaries. Food services are provided by seven cooks, which serve both the needs of the high school and elementary.

I.2 SCHOOL IMPROVEMENT TEAM

School Improvement Team members are volunteers. Each member will serve a minimum of three years. Following the initial term, members will be replaced on a rotation schedule. New members will also be volunteers. All certified staff serves on either the SIP team or a subcommittee.

Table 1:

School Improvement Team

TEAM MEMBER	POSITION	ROLE	LENGTH OF SERVICE	# OF YEARS ON TEAM
Mrs. Kathy Lafary	Administrator	Team Member	Constant	2
Mrs. Emily Klossing	2 nd Grade	Team Member	2009-2014	5
Mrs. Jesse Winters	Title I	Team Member	2009-2014	5
Mrs. Charlotte Ackermann	Kindergarten	Team Member	2010 - 2014	4
Mrs. Julie Ricketts	Title I	Team Member	2010 – 2014	4
Mrs. Laura Lewis	Special Education	Team Member	2008 – 2011 2012 - 2014	5
Mrs. Cathie Smith	5 th Grade	Team Member	2008-2011 2012-2014	4

Sub-committees organized to support the School Improvement Leadership Team during the 2014-2015 school year:

- Parent Survey – Mrs. Anderson, Mrs. Lewis
- Staff Survey – Mrs. Anderson, Ms. Hicks, Ms. Lewis, Mr. Ricketts
- Open House/School Kick Off- Ms. Johnson, Mrs. Neira, Mrs. Thompson, Mrs. Todd
- PBIS–Mrs. Anderson, Mr. Burrell, Mrs. Carnes, Mrs. Ford, Mrs. Kelly, Ms. Lewis, Mrs. Mills, Mrs. Ricketts, Mrs. Thompson, Mrs. Todd, Mrs. Wolf
- Public Relations –Ms. Hicks, Mrs. Kelly, Mrs. Wright
- Parent Program - K-2 - Mrs. Ackermann, Mrs. Hennenfent, Mrs. Klossing, Mrs. Winters
- Parent Program - 3-5 - Mrs. Carnes, Mrs. Lumbeck, Mrs. Mills, Mrs. Smith
- Homework Assistance- Ms. Johnson, Mrs. Meier, Ms. Owings, Mrs. Smith, Mrs. Winters, Mrs. Wolf
- Enrichment - Mr. Hart, Mrs. Owings

Response to Intervention Team

- Mrs. Hennenfent, Mrs. Lafary, Mrs. Wright, Mrs. Lewis

Teacher Assistant Team

- Mrs. Lumbeck, Mr. Ricketts, Mrs. Winters, Mr. Hart, Mr. Robertson

I.3 NO CHILD LEFT BEHIND LEGISLATION

No Child Left Behind (NCLB) became a federal law on January 8, 2002. The act reauthorizes the Elementary and Secondary Education Act of 1964. This reform set standards for student achievement and holds students and educators accountable for results. No Child Left Behind is designed to help all students meet high academic standards. States disaggregate data for students by poverty, race/ethnicities, disabilities, and limited English proficiencies to ensure that no child – regardless of his or her background – is left behind. The State of Illinois has established benchmark goals that increase each year (defined as Adequate Yearly Progress) for reading and math, and this is measured by the Illinois Standards Achievement Test (ISAT) for Grades 3-8, and the ACT/Prairie State Test for Grade 11.

***The Illinois State Board of Education did raise ISAT performance expectations in the Spring of 2013 to better align with more rigorous and robust standards. The scores noted in these charts will reflect the new cut scores.**

- ISBE will be recalculated the ISAT performance expectations that align to higher expectations for elementary and middle school students.
- The ISAT data collected in Spring 2013 was analyzed for school and district accountability determinations using the new performance levels.
- The higher expectations of the new standards did result in a downward shift of where students rank in meeting or exceeding standards. The shift was significant.

These goals drive our instruction for our students. Through Response to Intervention (RtI) we are able to provide individual interventions to assist students in meeting these goals. Our PBIS program provides incentives for students to follow our behavioral expectations. When students follow behavioral expectations they are able to spend more time in the classroom therefore receiving the instruction they need to succeed academically.

I.4 West Central Elementary comparison to the State of Illinois ISAT average

West Central Elementary ISAT comparison to the average State of Illinois scores as indicated by percentage of students that meet or exceed. (in percentages for combined average of 3rd, 4th, and 5th)
Information collected from the Illinois Interactive Report Card website.

	Reading			Math		
	WC	State	Difference	WC	State	Difference
2013*	63	59	+4	71	59	+12
2012	86	76.6	+9.4	92.6	86.6	+6
2011	82.6	75.3	+7.3	93.6	86.3	+7.3
2010	80.3	74.3	+6	93	85	+8
2009	75.6	73.3	+2.3	90.3	84.6	+5.7

II. DATA COLLECTION, ORGANIZATION AND TRENDS

II.1 DATA COLLECTION METHODS

The school improvement team members surveyed parents and staff in order to assess their attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for fall parent/teacher conferences. School report cards and the fall housing reports were used to obtain data that had been reported to the state. ISEL is a reading assessment used with grades K, 1st and 2nd. ISAT is the state assessment used to assess student progress in 3rd, 4th, and 5th grades in the areas of Reading, Math, and 4th grade in Science. STAR Reading is used to assess instructional reading level in 1st - 5th grade. Exit Outcomes for each grade level are used as a reference document. AIMSweb is an assessment program based on direct and continuous student assessments in fluency and comprehension. It is based on scientific reading research and sound classroom practice and is administered to students individually.

Table 2:

Data Collection Methods

06 - 10 Methods

TYPE	NUMBER	TITLE	TIME FRAME	TOTAL RESPONSE RATE	PURPOSE
Parent Survey	1	Parent	Nov 09 Oct 10 Oct 11 Oct 12 Oct 13	95 209 170 197 139	To survey parent attitudes
Staff Survey	1	Staff	Jan 09 Nov 10 Nov 11 Oct 12 Nov 13	78 54 48 49 53	To survey staff attitudes
Staff Observations	11	Observations based on Tables	Fall 09 January 10 January 11 January 12 December 13		To interpret data
Documents	3	School Report Cards Fall Housing Report Exit Outcomes IIRC website	Fall 09 Fall 10 Fall 11 Fall 12 Fall 13		To compare school data
Formal Assessments	3	ISAT ISEL STAR Reading Aimsweb	Mar 09-13 Fall/Spring 09 -13 Fall/Spring 09-13 Fall/Spring 09 -13	100% 100% 100% 100%	To assess academic progress

II.2 DISTRICT ASSESSMENT DATA

Table 3:

District ISAT/PSAE/ACT Profile West Central CUSD #235

% of students who meet or exceed standards

	West Central 2009	West Central 2010	West Central 2011	West Central 2012	West Central 2013*
AYP set by NCLB	70%	77.5%	85%	85%	92.5%
3rd Grade – All					
Reading	70%	84%	73%	85%	64%
Math	82%	93%	95%	88%	62%
Writing	52%	44%	No test	No test	No test
4th Grade – All					
Reading	81%	75%	89%	85%	58%
Math	95%	93%	100%	93%	73%
Science	91%	82%	92%	85%	85%
5th Grade – All					
Reading	72%	85%	78%	87%	66%
Math	88%	93%	87%	93%	77%
Writing	70%	67%	No test	No test	No test
6th Grade – All					
Reading	79%	77%	92%	71%	54%
Math	81%	91%	90%	73%	62%
Writing	66%	68%	No test	No test	No test
7th Grade – All					
Reading	86%	77%	77%	85%	35%
Math	89%	82%	88%	88%	45%
Science	89%	81%	87%	88%	73%

8th Grade – All					
Reading	84%	82%	82%	84%	58%
Math	81%	82%	76%	85%	38%
Writing	60%	69%	No test	No test	No test
11th Grade – All					
Reading	38%	53%	57%	60%	71%
Math	24%	37%	45%	39%	50%
Writing	44%	53%	56%	No test	No test
Science	35%	47%	43%	42%	47%
ACT Summary					
Composite	17.7	19.0	20.2	19.2	19.5
English	17.0	18.7	19.9	19	19.7
Math	16.9	18.6	19.3	18	18.4
Reading	18.2	19.1	20.7	20	19.7
Science Reasoning	18.0	19.0	20.1	20	19.4
%Test ACT	98.6%	97.4%	100%	96%	100%

Observations for 2013 - 2014

- The percent of 3rd grade students that met or exceeded in reading in 2013 dropped 21% from 2012.
- The percent of 3rd grade students that met or exceeded in math in 2013 dropped 26% from 2012.
- The percent of 4th grade students that met or exceeded in reading in 2013 dropped 27% from 2012.
- The percent of 4th grade students that met or exceeded in math in 2013 dropped 20% from 2012.
- The percent of 4th grade students that met or exceeded in science stayed the same from 2012 to 2013 at 85%.
- The percent of 5th grade students that met or exceeded in reading in 2013 dropped 21% from 2012.
- The percent of 5th grade students that met or exceeded in math in 2013 dropped 16% from 2012.
- The percent of 6th grade students that met or exceeded in reading in 2013 dropped 17% from 2012.
- The percent of 6th grade students that met or exceeded in math in 2013 dropped 11% from 2012.
- The percent of 7th grade students that met or exceeded in reading in 2013 dropped 50% from 2012.
- The percent of 7th grade students that met or exceeded in math in 2013 dropped 43% from 2012.
- The percent of 7th grade students that met or exceeded in science in 2013 dropped 15% from 2012.
- The percent of 8th grade students that met or exceeded in reading in 2013 dropped 26% from 2012.
- The percent of 8th grade students that met or exceeded in math in 2013 dropped 47% from 2012.
- The percent of 11th grade students that met or exceeded in reading in 2013 increased 11% from 2012.
- The percent of 11th grade students that met or exceeded in math in 2013 increased 11% from 2012.
- The percent of 11th grade students that met or exceeded in science in 2013 increased 5% from 2012.
- In the past 5 years the ACT composite score has risen 1.8 points.
- In the elementary school the only grade and subject that showed no decrease was 4th grade science.
- The greatest drops in percent of students that met or exceeded in 2013 was found in 7th grade reading and math and 8th grade math.

II.2A: SCHOOL BASED ASSESSMENT DATA

Table 4A:

ISAT All Students

	2009 WC/State Avg.	2010 WC/State Avg.	2011 WC/State Avg.	2012 WC/State Avg.	2013 WC/State Avg.*
Adequate Yearly Progress Goals	70%	77.5%	85%	85%	85%
3rd Grade – All					
Reading	70%/72%	84%/74%	73%/75%	85%/76%	63%/59%
Math	82%/85%	93%/86%	95%/87%	88%/88%	62%/55%
Writing	52%/62%	44%/64%	No test	No test	No test
4th Grade – All					
Reading	81%/74%	75%/74%	89%/75%	85%/76%	58%/59%
Math	95%/86%	93%/86%	100%/88%	93%/88%	73%/60%
Science	91%/77%	82%/77%	89%/79%	85%/80%	85%/81%
5th Grade – All					
Reading	72%/74%	85%/75%	78%/76%	87%/78%	66%/59%
Math	88%/83%	93%/83%	87%/84%	93%/84%	77%/59%
Writing	70%/54%	67%/55%	No test	No Test	No test

Observations for 2013-2014

- 3rd Grade reading scores are 4 percentage points higher than the state average.
- 3rd Grade math scores are 7 percentage points higher than the state average.
- 4th Grade reading scores are 1 percentage point lower than the state average.
- 4th Grade math scores are 13 percentage points higher than the state average.
- 4th Grade science scores are 4 percentage points higher than the state average.
- 5th Grade reading scores are 7 percentage points higher than the state average.
- 5th Grade math scores are 18 percentage points higher than the state average.
- The state average for reading was the same for 3rd, 4th, and 5th grades at 59%.
- West Central scored higher than the state average in 6 out of 7 tested areas.
- West Central's 2013 math scores exceeded the state average by **7-18** percentage points
- West Central's 2012 math scores exceeded the state average by **0-9** percentage points
- West Central's 2011 math scores exceeded the state average by **3-12** percentage points
- West Central's 2010 math scores exceeded the state average by **7-10** percentage points
- West Central's 2009 math scores compared to the state average at a range of **-3 - +9**

- West Central's 2013 reading scores compared to the state average at a range of **-1 - +7** percentage points
- West Central's 2012 reading scores exceeded the state average at **+9** percentage points in all three grades
- West Central's 2011 reading scores compared to the state average at a range of **-2 - +14** percentage points
- West Central's 2010 reading scores compared to the state average at a range of **-2 - +7** percentage points
- West Central's 2009 reading scores compared to the state average at a range of **-2 - +7** percentage points

Table 4B:

**ISAT
Special Education and Low Income Subgroup
Adequate Yearly Progress Data**

	2009	2010	2011	2012	2013*
Adequate Yearly Progress Goals	70%	77.5%	85%	85%	85%
3rd Grade					
Reading – Low Inc/Non-Low Inc	76%/63%	83%/86%	65%/84%	77%/90%	58%/77%
Reading – IEP/Non-IEP	46%/75%	63%/87%	40%/78%	67%/86%	46%/67%
Math – Low Income/Non-Low Inc	80%/84%	91%/96%	90%/100%	85%/90%	53%/76%
Math – IEP/Non IEP	61%/86%	75%/95%	100%/98%	67%/90%	46%/65%
4th Grade					
Reading – Low Inc/Non- Low Inc	66%/93%	73%/77%	88%/91%	83%/87%	55%/62%
Reading – IEP/Non-IEP	59%/86%	50%/81%	40%/93%	83%/85%	67%/57%
Math – Low Inc/Non-Low Inc	91%/98%	90%/97%	100%/100%	97%/96%	71%/76%
Math – IEP/Non-IEP	83%/97%	93%/93%	100%/100%	100%/96%	67%/72%
Science – Low Inc/Non-Low Inc	84%/95%	81%/83%	88%/97%	87%/88%	77%/62%
Science - IEP/Non-IEP	75%/94%	57%/88%	60%/93%	100%/85%	50%/89%
5th Grade					
Reading – Low Inc/Non-Low Inc	69%/76%	74%/93%	82%/72%	86%/91%	58%/75%
Reading – IEP/Non-IEP	54%/76%	71%/86%	57%/79%	60%/91%	33%/71%
Math – Low Inc/Non-Low Inc	91%/85%	97%/91%	84%/90%	92%/97%	67%/89%
Math – IEP/Non-IEP	77%/91%	86%/94%	86%/87%	80%/95%	33%/83%

Observations for 2013-2014:

- In 2013 4th grade reading IEP scores were higher than the non-IEP scores.
- In 3rd grade reading, 13-19% more non-low income met or exceeded than low income in the last 3 years.
- There is a larger gap in math between low income students and non-low income students that met or exceeded in 2013 from the previous year.
- In 2013, 4th grade science low income scores were higher than the non-low income scores.

Table 4C:

**ISAT
Gender Subgroups
Percentages of Students That Meet or Exceed**

	2009	2010	2011	2012	2013*
Adequate Yearly Progress Goals	70%	77.5%	85%	85%	92.5%
Reading					
Male Students	70%	76%	76%	83%	60%
Female Students	82%	87%	86%	88%	66%
Math					
Male Students	90%	90%	95%	88%	71%
Female Students	87%	96%	92%	96%	71%
Science					
Male Students	92%	82%	97%	93%	85%
Female Students	89%	81%	87%	78%	85%
Writing					
Male Students	45%	49%	No test	No test	No test
Female Students	74%	63%	No test	No test	No test

Observations for 2013 – 2014:

- Male and female students scored equally in math and science in 2013.
- Males have outscored females in science every year except 2013.
- In reading, the gap between male and female scores has decreased for a 12% discrepancy for males in 2009 to a 6% in 2013.

Table 4D:**ISAT Gender Subgroup Scores
Female**

Data shows % of West Central students who MEETS or EXCEEDS on ISAT compared to the State Average

	2009 WC Female	2010 WC Female	2011 WC Female	2012 WC Female	2013 WC Female*
Adequate Yearly Progress Goals	70%	77.5%	85%	85%	92.5%
3rd Grade					
Reading	81%/76%	89%/77%	75%/78%	89%/80%	63%/64%
Math	81%/85%	97%/86%	89%/88%	92%/88%	56%/54%
4th Grade					
Reading	81%/77%	81%/77%	92%/78%	84%/80%	69%/63%
Math	95%/87%	91%/87%	100%/87%	94%/89%	81%/61%
Science	89%/77%	81%/77%	87%/79%	78%/80%	85%/81%
5th Grade					
Reading	83%/77%	89%/79%	90%/80%	91%/82%	65%/62%
Math	85%/84%	100%/84%	83%/85%	100%/85%	77%/60%

Observations 2013 - 2014 on females by grade level

- WC 3rd grade females were below the state average by 1 percentage point in reading.
 - WC 3rd grade females exceeded the state average by 2 percentage points in math.
 - WC 4th grade females exceeded the state average by 6 percentage points in reading.
 - WC 4th grade females exceeded the state average by 20 percentage points in math.
 - WC 4th grade females exceeded the state average by 4 percentage points in science.
 - WC 5th grade females exceeded the state average by 3 percentage points in reading.
 - WC 5th grade females exceeded the state average by 17 percentage points in math.
 - West Central females exceeded the state average in 6 of 7 tested areas in 2013.
-
- In 2013, WC females scored within **-1 - +6** percentage points of the state average in reading.
 - In 2012, WC females scored within **+4 - +9** percentage points of the state average in reading.
 - In 2011, WC females scored within **-3 - +14** percentage points of the state average in reading.
 - In 2010, WC females scored within **+4 - +12** percentage points of the state average in reading.
 - In 2009, WC females scored within **+4 - +6** percentage points of the state average in reading.
-
- In 2013, WC females scored within **+2 - +20** percentage points of the state average in math.
 - In 2012, WC females scored within **+4 - +15** percentage points of the state average in math.
 - In 2011, WC females scored within **-2 - +13** percentage points of the state average in math.
 - In 2010, WC females scored within **+4 - +16** percentage points of the state average in math.
 - In 2009, WC females scored within **-4 - +8** percentage points of the state average in math.

- In 2013, WC females exceeded state average in science by 4 percentage points.
- In 2012, WC females were below the state average in science by 2 percentage points.
- In 2011, WC females exceeded state average in science by 8 percentage points.
- In 2010, WC females exceeded state average in science by 4 percentage points.
- In 2009, WC females exceeded state average in science by 12 percentage points.
- Every year 4th grade females scored higher than the state on all 3 tests.

Table 4E:

**ISAT Gender Subgroup Scores
Male**

Data shows % of West Central students who MEETS or EXCEEDS on ISAT compared to the State Average

	2009 WC Male	2010 WC Male	2011 WC Male	2012 WC Male	2013 WC Male*
AYP Goals	70%	77.5%	85%	85%	92.5%
3rd Grade					
Reading	61%/67%	78%/74%	72%/72%	82%/73%	64%/54%
Math	83%/85%	88%/86%	100%/87%	85%/88%	67%/56%
4th Grade					
Reading	82%/70%	95%/86%	86%/71%	86%/72%	50%/56%
Math	95%/85%	93%/86%	100%/87%	93%/87%	68%/60%
Science	92%/77%	82%/77%	97%/79%	93%/80%	85%/81%
5th Grade					
Reading	57%/70%	81%/71%	68%/73%	82%/74%	67%/56%
Math	93%/81%	86%/82.4%	89%/83%	87%/72%	77%/59%

Observations for 2013– 2014 on males by grade level

- WC 3rd grade males exceeded the state average by 10 percentage points in reading.
- WC 3rd grade males exceeded the state average by 11 percentage points in math.
- WC 4th grade males were below the state average by 6 percentage points in reading.
- WC 4th grade males exceeded the state average by 8 percentage points in math.
- WC 4th grade males exceeded the state average by 4 percentage points in science.
- WC 5th grade males exceeded the state average by 11 percentage points in reading.
- WC 5th grade males exceeded the state average by 18 percentage points in math.
- West Central males exceeded the state average in 6 of 7 tested areas.
- In 2013, WC males scored within **-6 - +11** percentage points of the state average in reading.
- In 2012, WC males scored within **+8 - +14** percentage points of the state average in reading.
- In 2011, WC males scored within **-5 - +15** percentage points of the state average in reading.
- In 2010, WC males scored within **+9 - +14** percentage points of the state average in reading.
- In 2009, WC males scored within **-13 - +12** percentage points of the state average in reading.
- In 2013, WC males scored within **+8 - +18** percentage points of the state average in math.
- In 2012, WC males scored within **-3 - +15** percentage points of the state average in math.
- In 2011, WC males scored within **+6 - +13** percentage points of the state average in math.
- In 2010, WC males scored within **+2 - +7** percentage points of the state average in math.
- In 2009, WC males scored within **-2 - +12** percentage points of the state average in math.

- In 2013, WC males exceeded state average in science by 4 percentage points.
- In 2012, WC males exceeded state average in science by 13 percentage points.
- In 2011, WC males exceeded state average in science by 18 percentage points.
- In 2010, WC males exceeded state average in science by 5 percentage points.
- In 2009, WC males exceeded state average in science by 15 percentage points.

ISEL

The ISEL test is a multi-faceted K, 1st and 2nd Grade classroom-based reading inventory. It is based on scientific reading research and sound classroom practice and is administered to students individually. It reflects the National Standards for Reading, the Illinois Reading Standards, and is linked to the overall goals of the Illinois Reading Initiative. The ISEL provides information for classroom instructional planning, identifies students who may need an early reading intervention program, and furnishes pre- and post-assessment data to judge student progress.

Table 4F:

Illinois Snapshots of Early Literacy (ISEL) Assessment Scores

Kindergarten Scores – WC Kgt class average is given first and the state’s target score is listed second

	Letter Recog	Story Listen	Phone Aware	Match Word	Letter Sound	Develop Spell	Word Recog	Vocab	Passage Rdg	Fluency
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2009	47/35	16/14	9/6	6/4	15/9					
Fall 2010	29/35	13/14	5/6	3/4	6/9					
Fall 2011	50/35	14/14	8/6	5/4	15/9					
Fall 2012	30/35	13/14	5/6	3/4	6/9					
Fall 2013	29/35	14/14	5/6	2/4	5/9					
Spring 2009	53/52	19/15	10/9	9/8	25/19	20/14	13/7	10/9	11/5	
Spring 2010	52/52	17/15	9/9	8/8	23/19	19/14	10/7	9/9	9/5	
Spring 2011	51/52	16/15	9/9	7/8	23/19	17/14	8/7	7/9	7/5	
Spring 2012	53/52	16/15	10/9	8/8	24/19	20/14	12/7	9/9	9/5	
Spring 2013	52/52	15/15	8/9	7/8	22/19	17/14	8/7	8/9	7/5	

1st Grade Scores – WC 1st Grade average is given first and state's target score is listed second

	LetterRecog	Story Listen	Phone Aware	Match Word	Letter Sound	Develop Spell	Word Recog	Vocab	Passage Rdg	Fluency
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2009	52/53	19/17	9/10	8/9	24/20	18/15	14/11	9/9	11/3	
Fall 2010	52/53	17/17	9/10	8/9	23/20	17/15	13/11	9/9	10/3	
Fall 2011	50/53	16/17	9/10	7/9	22/20	16/15	12/11	9/9	9/3	
Fall 2012	52/53	17/17	9/10	8/9	23/20	19/15	14/11	10/9	11/3	
Fall 2013	52/53	17/17	8/10	8/9	22/20	17/15	11/11	9/9	7/3	
Spring 2009	54/54	20/18	10/10	9/9	26/25	24/23	21/21	11/10	18/16	78/64
Spring 2010	54/54	20/18	10/10	9/9	26/25	25/23	22/21	11/10	19/16	76/64
Spring 2011	54/54	21/18	10/10	9/9	26/25	26/23	22/21	12/10	20/16	60/64
Spring 2012	54/54	21/18	10/10	9/9	26/25	24/23	20/21	11/10	20/16	78/64
Spring 2013	54/54	18/18	10/10	9/9	26/25	25/23	20/21	11/10	17/16	78/64

2nd Grade Scores – WC 2nd Grade average is given first and state's target score is listed second

	Spelling	Word Recognition	Fluency	Extended Response	Passage Accuracy	Comprehend	Vocabulary
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2009	4/4	12/15	75/74	7/13	81/96	6/7	9/9
Fall 2010	4/4	11/15	68/74	7/13	77/96	6/7	9/9
Fall 2011	4/4	11/15	68/74	7/13	78/96	6/7	9/9
Fall 2012	3/4	12/15	61/74	7/13	71/96	5/7	8/9
Fall 2013	4/4	16/15	80/74	10/13	100/96	8/7	8/9
Spring 2009	5/5	19/20	107/99	17/6	97/98	10/7	12/11
Spring 2010	7/5	21/20	114/99	15/6	98/98	9/7	12/11

Spring 2011	7/5	19/20	123/99	16/6	97/98	9/7	12/11
Spring 2012	5/5	16/20	92/99	11/6	87/98	8/7	10/11
Spring 2013	4/5	18/20	95/99	10/6	92/98	8/7	11/11

Observations of 2013 - 2014

- Although above state average, scores went down slightly in K and 1st grade from spring 2012 to spring 2013.
- Scores went up slightly in 2nd grade from spring 2012 to spring 2013.

Star Reading Assessments

Star Reading assessments are a computerized program designed to determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests with the accurate, reliable, and efficient assessment students can complete in ten minutes.

Table 4G:

**STAR Reading Assessment
Average Grade Equivalent
(Current Grade Placement 13-14)
2013 - 2014**

All students tested. Chart rows read from 1st to 5th Grade.

	1st Spring	2nd Fall	2nd Spring	3rd Fall	3rd Spring	4th Fall	4th Spring	5th Fall	5th Spring
Second Grade	2.4	2.3							
Third Grade	2.1	2.1	2.7	2.8					
Fourth Grade	2.2	2.1	3.7	3.4	4.4	4.4			
Fifth Grade	2.3	2.2	3.4	3.3	4.5	4.2	5.1	5.2	
Sixth Grade	2.4	2.3	3.4	3.1	3.9	4.2	5.4	5.4	6.5

Observations for 2013-2014:

- 2nd grade went down by .1 in the fall compared to the previous spring.
- 6th grade increased their score by more than one grade during the fifth grade year.
- 5th grade went up by one grade level from fall 4th grade to fall 5th grade.
- There is a decrease in scores from spring to fall in 8 out of the 14 comparisons.

Table 4H**STAR Reading Assessment****End of Year Percentage of students that met grade level STAR expectations**

(STAR expectations are based on 50% scoring above the targeted grade level score and 50% scoring below the targeted grade level score nationally.)

	Targeted Score	2010 Spring % that met/exceeded	2011 Spring % that met/exceeded	2012 Spring % that met/exceeded	2013 Spring % that met/exceeded
First Grade	1.8	70%	54%	62%	79%
Second Grade	2.8	58%	67%	85%	52%
Third Grade	3.8	52%	55%	71%	66%
Fourth Grade	4.8	55%	60%	52%	49%
Fifth Grade	5.8	53%	46%	53%	58%

Observations of 2013-2014:

- Looking at the same group of students, 58% of 2nd grade students in 2010 met or exceeded and the same percentage also met or exceeded as 5th graders.
- There was a 22% decrease from 2012 to 2013 from 3rd to 4th grade.

Table 4I:**AIMSweb**

AIMSweb is an assessment program based on direct and continuous student assessments in fluency and comprehension. It is based on scientific reading research and sound classroom practice and is administered to students individually by the Title I teachers. All students in 1st-5th grade are tested three times a year.

AIMSweb Fluency Assessment 2009-2010

2009-2010 was the first year of the AIMSweb Fluency Assessment for grades 3-5, grades 1-2 were added in the 2010-2011 school year.

5th grade	Fall	Winter	Spring
TARGET	116	133	148
# tested	71	74	75
# met	37	40	49
% met	52%	54%	65%

4th grade	Fall	Winter	Spring
TARGET	103	119	132
# tested	70	71	71
# met	37	30	39
% met	53%	42%	55%
3rd grade	Fall	Winter	Spring
TARGET	83	105	120
# tested	71	70	67
# met	26	36	37
% met	37%	51%	55%

AIMSweb Fluency Assessment 2010-2011

5th grade	Fall	Winter	Spring
TARGET	116	133	148
# tested	68	69	65
# met	38	40	43
% met	56%	58%	66%
4th grade	Fall	Winter	Spring
TARGET	103	119	132
# tested	72	73	73
# met	35	44	56
% met	48%	60%	77%
3rd grade	Fall	Winter	Spring
TARGET	83	105	120
# tested	56	57	56
# met	35	45	42
% met	62%	79%	75%

2nd grade	Fall	Winter	Spring
Target	60	85	102
# tested	61	58	58
# met	39	50	47
% met	64%	86%	81%
1st grade	Fall	Winter	Spring
Target	12	30	61
# tested	65	66	67
# met	40	36	50
% met	61%	54%	75%

AIMSweb Fluency Assessment 2011-2012

5th grade	Fall	Winter	Spring
TARGET	114	129	143
# tested	74	76	73
# met	38	46	52
% met	51%	61%	71%
4th grade	Fall	Winter	Spring
TARGET	105	120	136
# tested	56	57	57
# met	34	29	31
% met	61%	51%	54%
3rd grade	Fall	Winter	Spring
TARGET	77	105	119
# tested	59	60	60
# met	35	39	45
% met	59%	65%	75%

2nd grade	Fall	Winter	Spring
Target	55	80	92
# tested	68	66	65
# met	40	43	51
% met	59%	65%	79%
1st grade	Fall	Winter	Spring
Target		30	53
# tested		60	61
# met		29	40
% met		48%	66%

AIMSweb Fluency Assessment 2012-2013

5th grade	Fall	Winter	Spring
TARGET	114	129	143
# tested	64	64	60
# met	35	39	44
% met	55%	61%	73%
4th grade	Fall	Winter	Spring
TARGET	105	120	136
# tested	59	60	59
# met	28	39	37
% met	47%	65%	63%
3rd grade	Fall	Winter	Spring
TARGET	77	105	119
# tested	61	63	63
# met	35	38	39
% met	57%	60%	62%

2nd grade	Fall	Winter	Spring
Target	55	80	92
# tested	68	69	68
# met	34	43	47
% met	50%	62%	69%
1st grade	Fall	Winter	Spring
Target		30	53
# tested		43	43
# met		29	31
% met		67%	72%

Observations for 2013-2014:

- Since 2009-2010 the percentage of 5th grade students that met the AIMSweb fluency goal has increased yearly by 8% points total.
- Since 2009-2010, the percentage of 4th grade students that met the AIMSweb fluency goal has increased yearly by 8% points total.
- Since 2009-2010, the percentage of 3rd grade students that met the AIMSweb fluency goal has increased by 7% total, but has decreased 13% points from 2011-2012.
- 5th graders in 2013 decreased 2% points in the % of the same students that met as 3rd graders in 2011.
- In 2013, the percentage of 2nd graders that met the fluency goal has decreased 12% points since 2011.
- The percentage of 1st grade students that met the fluency goal has decreased by 3% in the last 3 years.

Overall Assessment Observations

Observations of 2006 - 2007

On the Illinois State Achievement test, West Central Elementary students exceeded the state average in 6 out of 7 tested academic areas. On the ISEL test, given to K, 1st and 2nd grade twice a year, an area of weakness is fluency. On exit outcomes in Grades K – 5th in reading and math, 92% of the outcomes exceeded 70%.

Observations of 2007 - 2008

On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. On the ISEL test, given to K, 1st, 2nd grades twice a year, the fluency score increased in each grade level from spring 06 to spring 07. Also on the ISEL, the scores in 23 out of 26 tested areas in K, 1st, 2nd grade increased or stayed the same from Spring 06 to Spring 07.

Observations of 2008 - 2009

On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. The percentage of students with an Individual Education Plan that met or exceeded state standards also improved this year. On the ISEL, the scores in 19 out of 27 tested areas in K, 1st, 2nd grade increased or stayed the same from spring 07 to spring 08.

Observations of 2009 - 2010

On the Illinois State Achievement Test, West Central Elementary students met the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 9 tested academic areas. The percentage of male reading students that meet or exceed on the ISAT has increased by 5 percentage points over the last five years. The percentage of students with an Individual Educational Plan that met or exceeded state standards improved again this year. ISEL scores in kindergarten have increased while first and second grade scores have remained constant.

Observations of 2010 - 2011

On the Illinois State Achievement Test, West Central Elementary students met the state and federal standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 8 out of 9 tested academic areas. The percentage of male reading students that meet or exceed on the 2010 ISAT has increased by 6 percentage points when compared to the 2009 ISAT. The percentage of female reading students that meet or exceed on the 2010 ISAT has increased by 5 percentage points when compared to the 2009 ISAT. The percentage of female math students that meet or exceed on the 2010 ISAT has increased by 9 percentage points when compared to the 2009 ISAT. The percentage of students with an Individual Educational Plan that met or exceeded state standards on the 2010 ISAT improved by six percentage points when compared to the 2009 ISAT. Fluency scores on the ISEL have increased in both the first and second grade.

Observations of 2011 - 2012

On the Illinois State Achievement Test, West Central Elementary students did not meet all the state and federal standards as required by No Child Left Behind. 79.9% of our students met or exceeded on the 2011 reading assessment of the ISAT with 85% meeting or exceeding being the state and federal goal. 94.7% of our students met or exceeded on the math assessment of the ISAT with 85% meeting or exceeding being the state and federal goal. Our students exceeded the state average in 6 out of 7 tested academic areas. The percentage of female and male reading students that meet or exceed on the 2011 ISAT remained consistent when compared to the 2010 ISAT. The percentage of male math students that met or exceeded on the 2011 ISAT increased by 5 percentage points when compared to the 2010 ISAT. The percentage of students with an Individual Educational Plan that met or exceeded state standards on the 2011 ISAT improved by 2 percentage points when compared to the 2010 ISAT. The percentage of students with an individual education plan that meet or exceed on the ISAT has increased each of the past 6 years.

Based on information from the Illinois Interactive Report Card, West Central Elementary has improved their overall composite score of meeting/exceeding to 88% with the 2011 ISAT. This is a 5 percentage point improvement over the past three years and is 6 percentage points higher than the state average.

Observations of 2012 – 2013

On the Illinois State Achievement Test, West Central Elementary students did meet all the state and federal standards as required by No Child Left Behind. 86.3% of our students met or exceeded on the 2012 reading assessment of the ISAT with 85% meeting or exceeding being the state and federal goal. 92.9% of our students met or exceeded on the math assessment of the ISAT with 85% meeting or exceeding being the state and federal goal. Our students exceeded the state average in 7 out of 7 tested academic areas. The percentage of male students that met or exceeded on the 2012 ISAT math assessment increased by 7% when compared to the 2011 ISAT math assessment. The percentage of students with an Individual Educational Plan that met or exceeded state standards on the 2012 ISAT reading assessment improved by 9.5 percentage points when compared to the 2011 ISAT.

Based on information from the Illinois Interactive Report Card, West Central Elementary has improved their overall composite score of meeting/exceeding to 88.9% with the 2012 ISAT. This is a 6 percentage point improvement since 2009 and is 6 percentage points higher than the state average.

II.3 DEMOGRAPHIC DATA

Table 5:

**General School Data
Provided by School Report Card
(Data is based on the prior school year/Male/female % from sixth day enrollment)**

	08-09		09-10		10-11		11-12		12-13	
	#	%	#	%	#	%	#	%	#	%
Attendance	421	95%	409	94%	392	95%	375	96%	341	96%
Truancy Rate	0	0	0	0	0	0	4	1%	17	5%
Mobility Rate	35	8%	40	10%	47	12%	36	10%	44	13%
Low Income Rate		53%		56%		55%		55%		58%
Suspension Rate										
Transfers IN	25	6%	24	6%	25	6%	23	6%	*	*
Transfers Out	27	6%	16	4%	22	6%	18	5%	*	*
Promotion Rate										
Retention Rate	3	1%	0	0	2	1%	1	.003%	2	.005%
HS Grad. Rate										
HS Drop-Out Rate										
Gender	M 202/49	F 213/51	M 214/52	F 203/48	M 214/55	F 178/45	M 201/54	F 175/46	M 185/55	F 154/45
Caucasian	195	201	209	191	212	161	199	158	*	*
African-American						1		1	*	*
Hispanic	2	4	2	4	1	8	1	8	*	*
Other (Specify) Indian		2		2		1		1	*	*
Multiethnic	5	6	3	6	1	7	1	7	*	*

*** Due to changes on the School Report Card for the 2012-2013 school year data collection has changed - West Central Elementary demographics are the following: Caucasian: 95%, Hispanic/Latino: 2%, American Indian: 1%, Two or more races: 2%**

Observations for 2013-2014:

- Truancy increased from 4 students (1%) to 17 students (5%)
- Low income rate increased 3% points after remaining consistent for two years
- Attendance rate has remained constant
- Enrollment dropped from 375 in 11-12 to 341 in 12-13
- Mobility rate has stayed consistent from 08-09 to 12-13
- From 2009-2012 more students have transferred in than out

Table 6:

**Enrollment Data
Fall Housing Report**

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Grade Levels in School	K – 5	K – 5	K – 5	K – 5	K - 5	K – 5	K – 5	K – 5	K - 5	K - 5
	#	%	#	%	#	%	#	%	#	%
School Population	409		391		375		340		363	
Grade K	70	17.1	66	16.9	46	12.3	53	15.6	61	16.8
Grade 1	62	15.2	67	17.1	65	17.3	42	12.4	57	15.7
Grade 2	64	15.6	60	15.3	68	18.1	63	18.5	44	12.1
Grade 3	72	17.6	57	14.5	60	16	62	18.2	64	17.6
Grade 4	70	17.1	72	18.4	60	16	59	17.3	69	19.0
Grade 5	71	17.4	69	17.6	76	20.3	61	17.8	68	18.7

Observations of 2013–2014:

- In 2013-2014 the total enrollment increased by 23 students.
- Enrollment increased for the first time in six years.
- Each grade level averages 61 students.
- 4th grade has the highest number of students with 69, while second grade has the lowest number of 44.
- In 2013-2014, the fifth grade class gained 9 students from the previous year, the fourth grade gained 7, the third grade gained 1, the second gained 2, and the first grade gained 4.

Table 7:**Special Education Student Subgroup Enrollment**

*Students with IEPs; Data provided by school psychologist when received by state report in October. Students may receive services in more than one area.

	09-10	10-11	11-12	12-13	13-14
	#	#	#	#	#
Total Special Education*	79	58	54	53	55
Mental Impairment	5	5	1	2	2
Speech or Language Imp	55	49	42	36	46
Visual Impairment					
Emotionally Disturbed	1	1	2	0	1
Orthopedic					
Other Health Impairment	12	9	2	4	7
Specific Learning Disability	8	4	11	19	11
Autism	3	4	3	2	2
Development Delay	2	3	3	3	5
Deaf/Blindness					

Observations for 2013 - 2014:

- Since 2009-10, the total of Special Ed students has declined by 24.
- For the last 3 years the number of Special Ed students has remained consistent in the mid 50's.
- The number of students with a specific learning disability has decreased by 8 students from 2012-13 to 2013-14.

Demographic Comparisons and Trends

The enrollment for 09 - 10 is 409 students. This is a decrease of 14 students from the preceding year. There are 24 classroom teachers and the average class size is 17.4 students. The enrollment during the past 5 years has decreased by 37 students. 49% of our students are male.

The enrollment for 10 - 11 is 391 students. This is a decrease of 18 students from the preceding year. There are 23 classroom teachers and the average class size is 17 students. All Kindergarten through Fifth Grade has four sections except Third Grade, which has three sections. The enrollment during the past 6 years has decreased by 55 students. 52% of our students are male.

The enrollment for 11 - 12 is 371 students. This is a decrease of 20 students from the preceding year. There are 21 classroom teachers and the average class size is 17.8 students. First Grade, Second Grade, and Fifth Grade each have four sections. Kindergarten, Third Grade, and Fourth Grade each have three sections. The enrollment during the past 6 years has decreased by 71 students. 54% of our students are male.

Based on Table 6, the enrollment for 12-13 is 340 students. This is a decrease of 35 students from the preceding year. There are 20 classroom teachers and the average class size is 17 students. Second grade and third grade each have four sections. Kindergarten, first, fourth, and fifth have three sections. The enrollment during the last five years has decreased by 83 students.

Based on Table 6, the enrollment for 13-14 is 363 students. This is an increase of 23 students from the preceding year. There are 19 classroom teachers and the average class size is 18 students. Third grade has four sections. Kindergarten, first, second, fourth, and fifth have three sections.

II.4 PROGRAM DATA

Table 8:

Educator Data

	09-10	10-11	11-12	12-13	13-14
Total Full Time Classroom Teachers	34	33	31	30	28
Average Years Teaching	13.9	14.2	13.9	13.5	12.3
# Teachers New to Building	1	1	1	1	2.34
# First Year Teachers	1	1	1	1	2
# with B. A. Degree	25	24	22	22	28
# with M.A. & Above	9	9	10	8	8
# with Emergency or Provisional Certificates	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%
# Male Teachers	2.5	3.75	4.75	4.75	3.75
# Female Teachers	30.75	29	26	26	25
# Total Paraprofessionals	18	16	15	15	10.28
# Classroom Instructional Paraprofessionals	3	3	3	3	3
# Total Under-qualified Paraprofessionals	0	0	0	0	0
# Total Counselors	0	0	0	0	0
# Total Librarians	.5	.5	.5	.5	.5
# Total Social Workers/Psychologists	1	1	1	1	1
# Total Other Staff	5	5	5	5	6
# Speech Pathologist	1	.8	.8	.8	.34
# National Board Certified Teacher		1	4	4	4

- Out-of-field means that a teacher is teaching a class for which he/she has no certification in academic major or endorsement with sufficient credit hours in the content area taught.
- Under-qualified paraprofessional means that the paraprofessional has less than 2 years of training and/or education degree.
- Social worker and psychologist are shared with the rest of the district.

Observations of 2013-2014

- All teachers and paraprofessionals are highly qualified.

Table 9:

**2011 – 2012
Daily Teacher Schedule**

Average daily minutes spent daily by grade level on each subject

	Math	Science/SS	P.E.	Lunch/Recess	Title1	Add. Recess	LA	Rdg	WW	Writing	SSR
11 - 12											
K	86	20	40	40	35	6	140	50	30	35	25
Grade 1	75	10	40	40	30	0	165	60	35	35	35
Grade 2	60	10	40	40	30	0	200	50	45	60	45
Grade 3	70	32	40	40	30	0	160	60	33	32	35
Grade 4	75	45	40	40	0	0	160	45	30	45	40
Grade 5	70	53	40	40	0	0	162	55	20	41	46

**2012-2013
Daily Teacher Schedule**

Average daily minutes spent daily by grade level on each subject

	Math	Science/SS	PE	Lunch/Recess	Title1	Add. Recess	LA	Rdg	WW	Writing	SSR
12 - 13											
K	86	20	40	40	30	6	145	50	35	35	25
Grade 1	75	10	40	40	30	0	165	60	35	35	35
Grade 2	60	10	40	40	30	0	200	50	45	60	45
Grade 3	65	30	40	40	30	0	165	60	35	35	35
Grade 4	75	45	40	40	0	0	160	45	30	45	40
Grade 5	70	53	40	40	0	0	162	55	20	41	46

**2013-2014
Daily Teacher Schedule**

Average daily minutes spent daily by grade level on each subject

	Math	Science/SS	PE	Lunch/ Recess	Title1	Add Recess	LA	Rdg	WW	Writing	SSR
13 - 14											
K	86	20	40	45	30	6	140	50	30	35	25
Grade 1	75	10	40	40	30	0	145	50	35	35	25
Grade 2	60	10	40	40	40	0	190	45	45	60	40
Grade 3	70	35	40	40	30	0	150	55	30	30	35
Grade 4	80	45	40	40	30	0	165	45	30	45	45
Grade 5	67	50	50	40	30	5	142	53	20	38	46

Table 10:

Professional Growth Data

TOPIC	MONTH YEAR	GRADE LEVELS	SCHOOL WIDE (YES/NO)	FORMAT
Write to Learn Workshop	February 10	K - 12	No	Workshop
Writing Workshop- Alignment of district writing curriculum	June 10	K – 12	No	Workshop
Four Block Literacy Refresher Training	August 10	K – 5	Yes	Workshop
Experiencing student disabilities and co-teaching in an inclusion setting	August 10	K – 12	Yes	Workshop
AIMSweb Training	August 10	K – 5	Yes	Workshop
Technology Workshop on SOCS (District website)	August 10	K – 5	Yes	Workshop
Accelerated Reading Webinar on individual goal setting	September 10	K – 5	Yes	Webinar
Discussion of eight components of providing reading instruction	2 components per quarter 10-11	K – 5	Yes	Workshop
State Standards related to ISAT Assessment in Reading by Roni Haller-O’Hare	October 10	2 – 5	No	Workshop
State Standards related to Extended Response on the ISAT Assessment by Roni Haller-O’Hare	November 10	2 – 5	No	Workshop

Building Background Knowledge in Reading by Judy Johnston	August 11	K - 5	Yes	Workshop
Accelerated Math Webinar by Renaissance Learning	August 11	K - 5	Yes	Webinar
Technology update presenting lessons using wireless technology with the Elmo	August 11	K - 5	Yes	Workshop
Workshop on implementing PBIS	August 11	K - 5	Yes	Workshop
Implementation of the Common Core Learning Standards	August 11	K - 12	Yes	Workshop
Writing Data Driven Individual Education Plan Goals	September 11	K - 5	No	Workshop
Implementation of the Common Core Learning Standards—Focus on Math	September 11 December 11	K - 5	Yes	Collaborative Discussion
Implementation of the Common Core Learning Standards—Focus on Language Arts	October 11 November 11	K - 5	Yes	Collaborative Discussion
Common Core Institute	February 12	K-12	Yes	Workshop
Danielson Model Workshop-Galesburg	March 12	K-12	Yes	Workshop
Math Alignment with Common Core	May 12	K-12	Yes	Workshop
English Alignment with Common Core	May 12	K-12	Yes	Workshop
Technology – iPad and Smartboard	May 12	K-12	Yes	Workshop
Danielson Training	November 12 January 13 March 13 April 13	K-12	Yes	Workshop
Decatur Technology Conference	March 13	K-12	No	Workshop
IAHPERD (PE conference)	November 12	K-12	No	Conference
1:1 Chromebook workshops	Monthly - Summer - Nov13	3, 8, 9-12	No	Workshop
ROE #27 Teachers Institute in Galesburg - CCSS	March 13	K-12	Yes	Conference

Observations for 2013-14:

- Our last Four Block refresher training was held in August 2010.
- Our last workshop involving aligning the district writing curriculum was held in June 2010.
- The last workshop on PBIS was held in 2011.

Table 11:**Student Discipline Data**

Number of Referrals Per Grade Level Who Have Received 1 or More Referrals (Bus and School)

	Semester 1 2011-2012	Semester 2 2011-2012	Year 2011-2012	Semester 1 2012-2013	Semester 2 2012-2013	Year 2012-2013
Kindergarten	16	3	19	26	20	46
1 st grade	57	24	81	3	6	9
2 nd grade	25	28	53	40	79	119
3 rd grade	36	30	66	25	45	70
4 th grade	15	12	27	43	86	129
5 th grade	80	66	146	24	34	58
Total Referrals	229	163	392	161	270	431

Types of Behavior as Reported on All Referrals (Bus and School)

	Semester 1 2011-2012	Semester 2 2011-2012	Year 2011-2012	Semester 1 2012-2013	Semester 2 2012-2013	Year 2012-2013
Disruptive	21	7	28	12	34	46
Physical aggression	68	38	106	49	74	123
Fighting	12	19	31	6	5	11
Defiance/ Disrespect	81	74	155	59	108	167
Harassment	9	4	13	4	10	14
Inappropriate Language	15	9	24	13	21	34
Property damage	10	4	14	3	3	6
Other	12	9	21	15	15	30
Total	228	164	392	161	270	431

Suspensions

	Semester 1 2011-2012	Semester 2 2011-2012	Year 2011-2012	Semester 1 2012-2013	Semester 2 2012-2013	Year 2012-2013
OSS	4.5 days	7 days	11.5 days	3 days	7 days	10 days
ISS	9.5 days	9.5 days	19 days	3 days	11.5 days	14.5 days
Bus	22 days	15 days	37 days	*	*	*

* Due to changes in SWIS the bus suspensions are not recorded separately.

Number of Referrals Based on 5 Top Locations

	Semester 1 2011-2012 Total # of referrals =228	Semester 2 2011-2012 Total # of referrals =164	Year 2011-2012	Semester 1 2012-2013 Total # of referrals = 161	Semester 2 2012-2013 Total # of referrals = 270	Year 2012-2013
Bus	89 (39%)	64 (39%)	153 (39%)	24 (15%)	39 (14%)	63 (16%)
Classroom	58 (25%)	49 (33%)	107 (27%)	83 (52%)	132 (49%)	215 (54%)
Hallway	19 (8%)	9 (5%)	28 (7%)	11 (7%)	27 (10%)	38 (10%)
Recess	17 (7%)	17 (11%)	34 (9%)	8 (5%)	7 (3%)	15(4%)
Specials (Art, Music, Physical Education)	17 (7%)	12 (8%)	29 (7%)	26 (16%)	43 (16%)	69(17%)
Total Referrals in Top 5 Locations	200	151	351	152	248	400

Observations in 2013-2014:

- The total number of referrals increased by 39 from 2011-2012 to 2012-2013 (392 to 431)
- In 2011-2012 the highest amount of referrals came from 5th grade (146) and 1st grade (81). In 2012-2013 the highest amount of referrals came from 4th grade (129) and 2nd grade (119).
- In 2011-2012 the Kindergarten class had 19 referrals (5%) and as 1st graders they had only 9 referrals (2%).
- The current third grade class accounted for the 2nd most referrals of any class as 1st graders in 2011-2012 (81) and also as 2nd graders in 2012-2013 (119).
- Defiance/Disrespect accounted for the most referral types in 2011-2012 (155) and in 2012-2013 (167).
- Defiance/Disrespect and Physical Aggression were the two highest types of behavior reported in 2011-2012 (261 out of 392=67%) and 2012-2013 (290 out of 431 =67%).
- The number of OSS's decreased by 1.5 days from 2011-2012 to 2012-2013.
- The number of ISS's decreased by 4.5 days from 2011-2012 to 2012-2013.

Referrals based on top 5 locations:

- Classroom referrals increased from 27% (107) in 2011-2012 to 54% (215) in 2012-2013.
- Bus referrals decreased from 39% (153) in 2011-2012 to 16% (63) in 2012-2013.
- Recess referrals dropped from 34 in 2011-2012 to 15 in 2012-2013.
- Special referrals increased from 29 (7%) in 2011-2012 to 69 (17%) in 2012-2013.
- Hallway referrals increased only 3% from 2011-2012 (7%) to 2012-2013 (10%).
- Classroom referrals accounted for more than half (54%) of the total referrals in 2012-2013.

Curriculum Implementation Data

Language Arts, Reading, and Curriculum Description: The Four-Block framework was implemented during the 05 - 06 school year. This framework is used in Grades K - 5th, with Kindergarten using Building Blocks, grades 1st, 2nd, and 3rd using Four Blocks, and Grades 4th, 5th using Big Blocks. The Four-Block framework consists of 4 different areas of focus. These include Working with Words, Guided Reading, Writing, and Self-Selected Reading. Each grade level has at least 16 exit outcomes for the school year. These outcomes are being aligned with the Common Core State Standards. In the 06 - 07 school year a new Houghton-Mifflin Reading series was purchased for grades K - 3rd. This will help to provide continuity in and among grade levels for the material being taught. Accelerated Reader is being used in grades K-5.

Math Curriculum: All grades K – 5th use Saxon Math. Saxon Math stresses incremental development. Concepts are practiced frequently and extensively over the school year. Grades 1 and 2 have daily meeting board activities and use manipulatives on a regular basis. Supplemental materials are added as needed for extra practice throughout the grade levels. Accelerated Math software was updated to include Kindergarten and 1st grade. This program continues to provide support for problem solving skills of all K – 5th Grade students. Grades K – 2 uses 2012 Saxon Math worksheets. New 2012 edition Saxon Math books were purchased for the 3rd and 4th grade for the 2011-2012 school year. New 2008 edition Saxon Math books were purchased for the 5th Grade prior to the start of the 2010-2011 school year.

Social Studies Curriculum: The Elementary Social Studies curriculum in the lower grades is based on thematic units involving people or events in American History. Students will also explore family life, job careers, and community roles. Beginning in the 2nd grade, the students begin to explore how units of government work and are introduced to Illinois history. 4th and 5th grades use a text from McGraw Hill and study early American History. 1st - 5th grades work on map skills appropriate to their grade level and use Time for Kids, Weekly Reader or Scholastic News magazine as a reference material. These magazines are also utilized to introduce and reinforce geographic map skills and understanding graphs.

Science Curriculum: The Elementary Science curriculum in grades K, 1st and 2nd is based around thematic units. Supplemental materials are used for these, with field trips that correspond with the units. 3rd, 4th and 5th Grades use Scott Foresman textbooks. 1st - 5th Grades also use Weekly Reader and Time for Kids as a reference material.

Writing Curriculum: The purpose of the Writing curriculum is to provide students with the support needed to express themselves clearly and effectively to others. It is our belief that in order to accomplish this, students must be offered the following instructional opportunities: time to write each and every day, knowledge of and practice in the writing process, the teacher's role is as a coach to the writer, and that skills are not taught in isolation but in the context of the written pieces. Samples of K - 12 writing were evaluated during the summer of 2009 and from this process a Writing curriculum for the elementary was established. Each grade is working to align the writing expectations to the new Illinois Learning Standards. Writing workshops presented to the entire elementary staff continue to aid in the advancement of the writing curriculum.

Title I Program: The Title I program assists all grades in focusing on exit outcome performance, basic reading skills and strategies, state-wide testing preparation, and RtI interventions. It also provides support and resources to strengthen the classroom instruction. Title does screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction. In the morning, each Title I Teacher and two associates go into the Kindergarten, First, and Second Grade classrooms for thirty minutes in each classroom. This makes a team of four to give intensive small group instruction at the student's ability level focusing on the student's developing reading needs. The afternoon consists of the Title I teachers working with small groups of students in 3rd, 4th, and 5th grades on individualized instruction in Reading and Math.

Special Education: Students with Individualized Education Plans receive special services from the Special Education Department. The range of services received is dependent upon the individual needs of the student. Many of these students leave the regular classroom for Language Arts and Mathematics classes. Others simply receive a little extra assistance during Study Hall. Often, different small groups are occurring simultaneously in the classroom. Instruction in the Resource Room attempts to teach grade level curriculum at every opportunity and Special Education students are responsible for grade level exit outcomes and are included in the grade level totals. In the upper elementary grades, Special Education teachers adapt Science and Social Studies. In the 06 - 07 school year, we began to implement the RtI system. RtI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities. In the RtI model, a student with academic delays is given one or more research-validated interventions. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to "respond to intervention" can be viewed as evidence of an underlying Learning Disability. One advantage of RtI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners. Another is that RtI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents. In the 07 - 08 school year, two teams were created from RtI. One team, RtI, continues with students that may qualify for special education services. The other team, TAT, or Teacher Assistance Team, works with students that may be having behavioral issues in the classroom. In fall of 09, new technology introduced into our Special Education classrooms included interactive Smartboards, updated student computers and document cameras.

Physical Education: The West Central physical education program for elementary students is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. The program enables students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development of higher fitness levels, thinking and problem solving, time, cooperation (sportsmanship) and decision-making skills. These activities help to prepare them for adult life and the world of work.

Art Education: The West Central Elementary Art Program works towards meeting several different goals. One is that students should be able to observe, name, and describe basic components in art. Another is that students should know about basic tools and can shape simple ideas and emotions into visual art. Students should also know about artistic tools and how they are used in art works. They should be able to purposefully shape (plan and execute) visual art work to express an idea. Elementary students should also know what artists do, where they work, and where their works are displayed. To help attain these goals, time spent weekly in art class was extended in the 07 - 08 school year. Instead of meeting for 35 minutes once a week, each class now meets for at least 50 minutes once a week.

Enrichment Program: The West Central Elementary School will provide an after school enrichment program one day a week for our academically-talented students. The goal of the program is to provide an appropriate program of enrichment focused on the integration of technology in multi-disciplinary units of study, the development of individual student interests, growth in higher-level thinking skills, and the provision of an opportunity for interaction with other talented children in the district. This program began in Fall 06. Approximately 30 students in Grades 4th - 5th participate in this program.

Homework Assistance Program: The Homework Assistance Program was implemented in Fall 06. This program is free to our 4th and 5th grade students and is funded by the district. It meets on Tuesday and Thursday after school. Academic assistance is provided in a variety of subject areas. Free transportation is provided to Gladstone, Oquawka and Stronghurst. On a normal day, 5 to 10 students receive this additional assistance.

Keyboarding/Computer: All 2nd through 5th Grade students can use the Typing Web online program to learn typing. They have their own login that saves their work for them. This program allows students to work individually and encourages correct finger positioning. 1st Graders use Microsoft Word and type their word walls words. They are learning to use both hands at the keyboard and to distinguish left handed keys and right handed keys. The lab is also utilized by K-5th grades, when available to take Star Reading and Star Early Literacy tests, as well as Accelerated Reading Assessments. The lab is also available for classes to use the internet for research, educational games and to view United Streaming videos. It also houses a Smart Board for interactive use and portable lab. Portable lab contains 25 mini laptops. Each laptop has internet access and can access the network printers. 3rd - 5th grade students can access their own google accounts. This allows them to work on a document at school, anywhere in the building and at home. They can also share the document with their teacher so he or she may make corrections without printing. Starting in January 2014 3rd grade students will have Chromebooks (1:1 devices). They will be kept in the classroom for special activities and projects.

Positive Behavioral Intervention and Support Program: West Central Elementary implemented during the 2011-2012 school year a behavioral program called PBIS which stands for Positive Behavior Intervention and Support Program. Training was provided by the West Central Special Education Cooperative. The year is started off with a PBIS kickoff with cool tools being taught to students K-5. Through the use of these cool tools, teachers are able to instruct the students on how to behave properly in a variety of settings. PBIS stresses positive behavior through the use of Heat Bucks. Students earn Heat Bucks by behaving appropriately and making good choices on the school bus and while in school. Students are able to spend their Heat Bucks in the school Heat Store once a month. In 2013-2014 Tier 2 of the PBIS program was implemented. By setting forth clear expectations West Central Elementary is attempting to create an environment in which all students can be successful.

Response to Intervention: Response to Intervention (RtI) is an academic intervention program. It provides early interventions to children who are having difficulties learning. Students receive intensive research-based interventions in small group settings or one-on-one settings. Through frequent progress monitoring, teachers and parents are able to see the progress the students are making and the specific areas of difficulties that need to be targeted. During meetings, the RtI committee, classroom teacher, Title teacher, and parents review the interventions and the progress being made. New goals are set every six weeks until a student either progresses out of the RtI program or an individualized education plan is created.

Library Services: The Elementary has approximately 25,900 books available to students. Accelerated Reader provides access to over 120,000 quizzes on books. Discovery Education Streaming provides access to 5000 full length videos tied directly to state and national standards through the internet. We belong to the RAILS (Reaching Across Illinois Library System) of BurrRidge, Illinois, that provides our students and staff with access to books found in other libraries. The Henderson County Library stops once a week providing additional services to our students.

2009 - 2010 Parent/School Compact: The parent-school compact was included in the 09 - 10 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2010 - 2011 Parent/School Compact: The parent-school compact was included in the 10 - 11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2011 - 2012 Parent/School Compact: The parent-school compact was included in the 11 - 12 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2012 - 2013 Parent/School Compact: The parent-school compact was included in the 12 - 13 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2013 - 2014 Parent/School Compact: The parent-school compact was included in the 13 - 14 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

Program Comparisons and Trends

During the 09 - 10 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti-Bullying Program has added Red Ribbon Week, recognition of students for making a positive difference through a "Be A Buddy" program, and a bullying prevention activity once a month. Low class size has been maintained with four sections at each grade level. The average class size is approximately 17 students. Grades 2nd – 5th are working on increasing reading fluency using a reading program called Six Minute Solution. New software programs for Accelerated Reading and Accelerated Math has been purchased and allows for parents to monitor progress from a home computer. A new software program has also been added which allows for parents to monitor lunch accounts from a home computer.

During the 10 - 11 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti-Bullying Program continued with activities including Red Ribbon Week, recognition of students for making a positive difference through a "Be A Buddy" program, and a bullying prevention activity once a month. Exploration into the PBIS program has begun. Low class size has been maintained with four sections at all grade levels except 3rd Grade. The average class size is 17 students. Grades 1 – 5 are working on increasing reading fluency using a reading program called Six Minute Solution. Additional site licenses for Accelerated Math have been purchased. The Accelerated Reading program continues and allows for parents to monitor progress from a home computer. A new software reading program has also been added for Special Education students and students in RTI called Lexia. Additional computers and smart boards were added to each of the special education rooms. Each of the 5th Grade classrooms has a Promethean Board. The elementary now has wireless capability.

During the 11 - 12 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Positive Behavior Intervention and Supports (PBIS) Program has been implemented replacing the Olweus Program. Low class size has been maintained with an average class size of 17.7 students. Additional site licenses for Accelerated Math have been purchased. The Accelerated Reading program continues and allows for parents to monitor progress from a home computer. A software reading program has also been added for Special Education students and students in RtI called Lexia and some of the older students are working with a program called Reading Plus. New 2012 edition math books were purchased for the 3rd and 4th Grades.

During the 12-13 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Positive Behavior Intervention and Supports Program is in its second year. Low class size has been maintained with an average class size of 16.95 students according to the Sixth Day Enrollment. The K-2 Saxon math curriculum aligned to the Common Core has been updated. Smart Boards have been purchased and incorporated into the fourth grade curriculum. An internet subscription for Brain Pop was purchased. The Danielson Model of Instruction has been introduced to the staff.

During the 13-14 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Positive Behavior Intervention and Supports Program is in its third year. Low class size has been maintained with an average class size of 17.8 students according to the Sixth Day Enrollment. Staff is still being provided opportunities to learn more about The Danielson Model of Instruction. Chrome books/1:1 devices were added to 3rd grade. Google accounts have been created for all students in 3rd - 5th grade. An Evaluation Committee has been formed to make recommendations for the student growth component of the new teacher evaluation model.

II.5 PERCEPTION DATA

TABLE 12:

PARENT SURVEY FALL 2013

139 surveys were completed representing 284 students. This was the fourth year that the elementary survey was done online. This survey was only available during the scheduled conference times.

Do you have access to the internet at home? 92% yes
8% no

Attended one of the following events in the past year?

Open House/School Kick Off	68%
Movie Night	11%
Music Concerts	62%
P/T Conferences	95%
Donuts with Dad	28%
Muffins with Mom	52%
Pretzels for Parents	16%
PTC meeting	5%
Other Special Activity	17%

Confident helping with math homework? 95% yes
5% no

Confident helping with reading homework? 99% yes
1% no

Do you feel our PBIS (Positive Behavior Interventions and Support) program has been effective? 99% yes
1% no

Child feels safe on the bus? 89% yes
11% no

Communication tools

Skyward	48%
Connect Ed	91%

Adequate opportunity for communication? 99% yes
1% no

Observations in 2013–2014:

- Only 49% of families were represented by surveys 139/284, compared to 197/268 (74%) in 2012.
- PBIS thought to be more effective this year 2013-2014, than 2012-2013 from 85% to 99%.
- Fewer parents using Skyward and more using Connect Ed compared to 2012-2013.
- 8% more parents have access to internet this year than previous year.

Table 13:**2011 – 2012
Staff Survey**

48 of 71 Surveys returned, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
The teacher in-service provides beneficial information.	15%	52%	4%	2%	2%	23%
Family involvement activities are scheduled to allow working parents to participate.	27%	54%	6%	2%		8%
The school is safe for students and staff.	40%	46%	4%	2%	4%	2%
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	31%	46%	10%	6%		4%
The PBIS Program has been effective in our school.	44%	42%	2%			8%
The facilities are clean.	42%	52%			2%	2%
The school's furniture and equipment is in good working condition.	10%	67%	6%	13%		2%
Accelerated Reader is a valuable component in the curriculum.	33%	38%	10%	2%		15%
Accelerated Math is a valuable component in the curriculum.	29%	35%	8%	4%	2%	19%
The school has a consistent writing program in place.	4%	31%	19%	25%		19%
The Library offers sufficient reading materials to meet the needs of the students.	23%	56%	2%	6%		10%
My classroom library offers sufficient reading materials to meet the needs of the students.	13%	42%	4%	8%		31%
The school's computer facilities are kept updated with the latest technology.	31%	42%	13%	4%		8%
There is good quality and frequency of communication between the school and parents.	29%	58%	6%	2%		2%
I am aware of the school's discipline policies and procedures.	33%	54%		2%		8%
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	4%	27%	29%	8%		29%

**2012– 2013
Staff Survey**

49 of 63 Surveys returned, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc.)	43%	51%	4%	2%		
The teacher in-service provides beneficial information.	8%	53%	10%	2%	2%	27%
Family involvement activities are scheduled to allow working parents to participate.	19%	71%	6%	4%		
The school is safe for students and staff.	36%	53%	8%	2%		
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	31%	51%	12%	6%		
The PBIS Program has been effective in our school.	20%	63%	8%	4%		4%
The facilities are clean.	29%	69%		2%		
The school's furniture and equipment is in good working condition.	10%	79%	4%	6%		
Accelerated Reader is a valuable component in the curriculum.	38%	40%	10%	4%		8%
Accelerated Math is a valuable component in the curriculum.	27%	42%	20%	4%		8%
The school has a consistent writing program in place.	4%	32%	37%	14%	2%	10%
The Library offers sufficient reading materials to meet the needs of the students.	14%	69%	8%	2%		6%
My classroom library offers sufficient reading materials to meet the needs of the students.	16%	55%	4%			24%
The school's computer facilities are kept updated with the latest technology.	14%	49%	10%	14%	8%	4%
There is good quality and frequency of communication between the school and parents.	33%	53%	14%			
I am aware of the school's discipline policies and procedures.	37%	57%	4%			2%
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	10%	21%	31%	10%		27%

2013– 2014 Staff Survey

53 of 65 Surveys returned, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc.)	51%	39%	4%	2%	2%	2%
The teacher in-service provides beneficial information.	16%	53%	12%	2%	2%	16%
Family involvement activities are scheduled to allow working parents to participate.	29%	54%	6%	10%		2%
The school is safe for students and staff.	29%	51%	16%	4%		
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	31%	53%	6%	10%		
The PBIS Program has been effective in our school.	29%	47%	18%	4%		2%
The facilities are clean.	25%	66%	4%	6%		
The school's furniture and equipment is in good working condition.	19%	58%	9%	11%		2%
Accelerated Reader is a valuable component in the curriculum.	30%	32%	23%	4%		11%
Accelerated Math is a valuable component in the curriculum.	19%	31%	33%	4%		13%
The school has a consistent writing program in place.	2%	31%	27%	23%	2%	17%
The Library offers sufficient reading materials to meet the needs of the students.	27%	47%	16%	10%		6%
My classroom library offers sufficient reading materials to meet the needs of the students.	18%	43%	8%	2%		29%
The school's computer facilities are kept updated with the latest technology.	8%	60%	12%	15%	4%	2%
There is good quality and frequency of communication between the school and parents.	28%	62%	11%		2%	2%
I am aware of the school's discipline policies and procedures.	43%	53%	4%			2%
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	10%	23%	27%	14%	4%	23%

Observations from the 2013-2014:

- Amount of surveys returned each year increased from 63% in 2011-2012, 73% in 2012-2013, and 82% in 2013-2014.
- 8% more teachers agree that our in-services provide beneficial information from 2012-2013 to 2013-2014.
- 7% fewer teachers in 2013-2014, believe family involvement activities are scheduled to allow working parents to attend compared to previous year.

- 16% fewer teachers in 2013-2014 think AR is not valuable compared to the previous year.
- 7% fewer teachers believe PBIS is effective compared to previous year.
- 19% fewer teachers think accelerated math is a valuable component for our curriculum.
- In 2011-12, 4% of staff felt the computer facilities were not updated with the latest technology. That rose by 18% in 2012-13, and another percentage point in 2013-14. This also reflects a larger percentage of staff responding with fewer staff employed.
- In the last 3 years over 44 % of teachers are not sure or disagree that there is a consistent writing program in place.

2013-2014

III. PROBLEM STATEMENTS AND HYPOTHESES

Table 14:

Patterns of Strengths and Problems

Patterns of Strengths	Bullet Data Upon Which Conclusion is Drawn
1. On the 2013 ISAT, six of the seven areas tested in reading, math, and science exceeded the state average.	Table 4A – School ISAT Illinois State Board of Education Report Card Illinois Interactive Report Card
2. On the 2013 ISAT, 71.3% of all students in Grades 3-5 met or exceeded in math. All three grades tested exceeded the state average.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education 2013 Report Card
3. 86% of our students had at least one parent/guardian attend parent/teacher conferences in the Fall of 2013.	Statistics gathered from sign in sheets by the classroom teachers
4. The PBIS Program has been a positive addition to the elementary curriculum.	Table 12 – Parent Survey-comments Table 13 – Staff Survey SIP Day Gallery Walk
5. Of the 19 classrooms in the elementary, the class average is 19 students per classroom.	Table 6 – Fall Housing Report
6. A variety of Fine Arts programs are offered. This includes daily Physical Education, weekly lessons in Art and General Music, and 5 th graders are allowed to participate in Band as an elective.	Table 9 Curriculum Implementation Data SIP Day Galery Walk
7. Based on the spring 2013 Star Reading Assessment, 4 out of the 5 grades have a class average higher than the national average of 50%. These percentages range from 2% to 29% over the national average.	Table 4I – Star Reading Assessment
8. 99% of our parents/guardians stated that there was adequate opportunities for communication between school and home.	Table 12 – 2013 Parent Survey
9. Over the past 5 years, the average daily attendance rate has been at least 94%.	Table 5 – General School Data School Report Card
10. On the ISAT, 4 th grade female students have exceeded the female state average in reading and math for 5 consecutive years. 5 th Grade female students have exceeded the state average in reading for 5 consecutive years.	Table 4D - ISAT Gender Groups

11. On the ISAT, 4 th grade male students have exceeded the male state average in math and science for 5 consecutive years. 5 th grade male students have exceeded the state average in math for 5 consecutive years.	Table 4E – ISAT Gender Groups
12. 62% of the staff indicated that they believe Accelerated Reader is a beneficial component of our curriculum and only 4% felt it is not valuable.	Table 13 – Staff Survey
13. On the 2013 ISAT, low-income students scored higher than non-low income students in 1 area. (science)	Table 4B -- Special Education and Sub-groups
14. 92% of our families indicated that they have internet access at home.	Table 12 – Parent Survey

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. Students that received accommodations on the ISAT improved their meet and exceeds in reading from 46% in 2011 to 70% in 2012 and then fell to 49% in 2013. 82% met or exceeded in math on the 2012 ISAT in reading and then fell to 49%.	Table 4B - Special Education and Sub-groups
2. Between 58%-66% of each level at 3rd, 4th and 5th grade met/exceeded standards on the 2013 ISAT in reading.	Table 3 - District ISAT Table 4A - School ISAT
3. Only 139 parent surveys were completed at the Fall Parent Teacher Conferences. This was a decrease of 58 surveys completed when compared to the prior year.	Table 12 - Parent Survey
4. There is a need for additional updated technology available in the classrooms: Teacher and student work stations. Additional I Pads. Additional Smart Boards. 68% of the staff indicated on a staff survey that the computer lab is kept updated with the latest technology.	Perception Data – Staff discussions during staff meetings and as documented by the December 2013 SIP Day Gallery Walk. Table 13 -- Staff Survey
5. The mobility rate has ranged during the past five years from 8% to 13%.	Table 5 – General School Data
6. Star Reading assessments show a decrease in student scores from Spring to Fall as they move to the next grade (over the summer) in 8 out of the 14 comparisons.	Table 4H – Star Reading Assessment Grade Placement

IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

Table 15:

IMPROVEMENT GOALS

<p>Improvement Goal #1a The goal in 2015 is that West Central Elementary will meet or exceed the state average in Reading on the Illinois Standards Achievement Test by 3 percentage points.</p>				
<p>Current Condition and Data Sources</p>				
<p>Specific Action #1 The WCES Staff will focus on a balanced literacy approach to the teaching of reading using the 4 Block and Building Block work of Patricia Cunningham as the foundation of this approach.</p>				
Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Assess students early during the first semester. Specific assessments will be determined by May 1, 2014. Chosen assessment will be administered by September 1 st .	August 2014	Mrs. Winters, Mrs. Ricketts, & Replacement Title I Teacher	District & Special Education CO-OP Approximate cost = \$9000	Assessments will be selected and administered in a timely manner
Mid Point assessments will be completed during December.	December 2014	Mrs. Winters, Mrs. Ricketts, & Replacement Title I Teacher	See above	Assessments will be completed in a timely manner
Administer PARCC.	March 2015	Teachers	State	PARCC Test will be completed in a timely manner
Purchase additional reading (Patricia Cunningham's Four Block books) interventions primarily in the area of Four Block-1 copy of the grade level appropriate book for each teacher.	April 2014	Mrs. Lafary	\$1500	Materials purchased
Initiate book studies in appropriate grades to review Patricia Cunningham's Four Block method.	Monthly –Sept –May 1 night per month from 3:45 – 5:30 pm	Mrs. Lafary & Staff	CPDUs for staff Stipend (TBD) for presenter if a current staff member presents. District consultant Tammy Potts could also be asked to facilitate.	Evaluation to be completed by participants after each session. Participants will share with each other new strategies tried after each session.
To offer a homework assistance program to 4 th and 5 th grade students. Program will serve approximately 10 students max. Focus will be on assisting students with homework in Reading, Math, SS and Science. Student selection will be based on teacher referral and parent approval.	September – May, Tue & Thurs evenings 3:30 – 5:30 pm	Mrs. Lafary, Ms. Johnson, Mrs. Wolf, Mrs. Meier, Ms. Owings, Mrs. Winters, Mrs. Smith & additional staff	\$2360 (\$20 per hour x's 1 teachers per evening x's 2 nights per week X's 30 weeks) Plus cost of transportation if none available through 21 st Century Grant	Mid-term and quarter grades will be tracked. Number of homework assignments completed will be tracked.

Analyze student assessment data to identify students that did not meet WCES assessment standards and plan appropriate remediation strategies.	September and December 2014	Mrs. Winters, Mrs. Ricketts, Replacement Title I Teacher, & Staff	None	Assessment data will be reviewed after each assessment. Changes in instruction will be made as needed
In-service staff on Four Block, including grammar/writing, guided reading, working with words, and self-selected reading to improve instruction and student learning.	Monthly grade level meetings 2014-2015	Tammy Potts	Included in consultants cost listed in collaboration.	Agenda's, Meeting minutes, observation of implementation as evidenced by classroom walkthroughs.
Continue to improve instruction through the use of ROE training on the use of the Danielson Model to improve instruction.	Four 3 hour workshops held after school	District and ROE	\$3500	Session evaluations completed by participants
Subscribe to International Reading Association.	August 2014	Mrs. Winters	\$69.00 Title I Grant	Subscription purchased
Subscribe to Illinois Reading Council.	August 2014	Mrs. Winters	\$45.00 Title I Grant	Subscription purchased
Subscribe to Reading A-Z for online use.	August 2014	Mrs. Winters	\$99.95 Title I Grant	Subscription purchased
Purchase BrainPop and STARFALL to enhance reading instruction	August 2014	Teachers	\$1,650 – BrainPop \$270 - STARFALL Title I Grant	Pre and Post testing
District consultants to present workshops related to higher order thinking skills, differentiation and balanced literacy, and Student Assessment.	2014-2015 SIP Days and Teacher Institute Days	Tammy Potts/Fern Tribbey/DeniseVanDaele	\$1000/day per consultant: \$10,000	Workshop evaluation completed by participants
Provide in-service to better address non-fiction and New Illinois Learning Standards.	Monthly grade level meetings	Tammy Potts	Included in consultants costs listed elsewhere	Meeting minutes will be kept and monitored to ensure completion
Conduct weekly walkthroughs of all elementary classrooms to assess the implementation of the Four Blocks reading instruction. 4 or 5 criteria will need to be developed to be observed during the walkthroughs.	Weekly beginning week of August 18, 2014 – May 11, 2105	Mrs. Lafary	None	Results of the walkthroughs will be compiled and shared with staff via weekly staff bulletin
Purchase Renaissance Learning.	2014 – 2015	Mrs. Winters	\$6,932.75 Title I Grant	Subscription purchased
Summer School Proposal – Details will be provided by April 1, 2014, for approval by superintendent and Board of Education if necessary (how many students, how selected, focus of the summer school, how many teachers, etc)	July 28 th – August 8 th	Mrs. Lafary, Mrs. Winters, Mrs. Ricketts, Replacement	\$1200 + possible transportation	Proposal will be submitted and approved.

Improvement Goal #2**Teacher collaboration time will be increased during the 2014-2015 school year.****Current Condition and Data Sources****Specific Action #1****Time for teacher collaboration will be built into the daily, weekly and monthly schedule.**

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Staff will volunteer to present New Illinois Learning Standards related activities at 2 staff meetings per month.	Beginning in September	Ms. Lewis & Staff	None	Elementary Staff
Revise daily schedule for team collaboration time to ensure 40 minutes per week of collaboration per grade level team.	Schedule for 2014-2015 will be revised by May 1, 2014. Team meetings will be ongoing 2014-2015.	Mrs. Lafary	None	Schedule will be revised. Meetings will be held. Agenda's and minutes will be collected and reviewed by building administrators.
Hold 2 teacher meetings per month devoted entirely to the Four Block method of teaching reading.	Beginning week of Aug 18 th , 2014 – May 11 th , 2015	Mrs. Lafary & classroom teachers	None	Meetings completed. Staff will evaluate formally in writing meeting topics.
Hold grade level team meetings once a month for ½ days. All regular education, special education and title teachers will attend these meetings.	3 days a month in Sept - May	Tammy Potts	\$37,800 – Title I Grant and district funds Stipends for Consultants + Substitute teachers	Meeting agenda's and minutes will be created and reviewed by building administrators.
Attend IL Reading Conference.	October 2-4, 2014	Mrs. Ricketts, Mrs. Winters, Title I Replacement, and one grade level team (rotation)	\$2,000 Title I	Present to staff- workshop completed

Improvement Goal #3
Current WCES Exit Outcomes will be reviewed and compared against the new Illinois Learning Standards to ensure the proper content is being taught and assessed.

Current Condition and Data Sources

Specific Action #1
A comprehensive and thorough review of the elementary reading programs alignment to the New Illinois Learning Standards will be completed during the 2014-2015 school year. Exit outcomes will be revised as needed to reflect the revised alignment to the New Illinois Learning Standards. This review will be completed by May 1, 2015.

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Continue to in-service staff on Chromebook, SMARTBoard Promethean Board, Google applications etc. to improve common core instruction and student learning.	2014-2015	Technology Dept & Classroom teachers	District	Workshop evaluation
Thoroughly review elementary exit outcome to reflect the proper alignment to the New Illinois Learning Standards	Monthly grade level meetings 2014-2015	Tammy Potts, Mrs. Lafary, classroom, Title I, & Spec. Ed. teachers	None	New exit outcomes aligned to the new Illinois Learning Standards will be created
Review district Title I program to ensure teachers and associates are fully supporting the Four Block approach. Emphasis of the review will be to ensure that emphasis is placed on making sure staff is being utilized properly during the entire work day, 7:45 am until 3:45 pm.	Review will be completed by June 1, 2014 in order for necessary changes to be implemented in August, 2014.	Mrs. Lafary, Mrs. Winters, Mrs. Ricketts, and Title I Replacement	None	New Title I plan

Improvement Goal #4a
To improve students' self-esteem and increase student success during the 2014-15 school year.

Current Condition and Data Sources

Specific Action #1
Continue PBIS and parental involvement programs.

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Host a school kick-off/curriculum night to distribute educational hints prior to the start of the 2014-15 school year Teachers will have curriculum packets to hand out to parents.	August 15, 2014	Ms. Johnson Mrs. Neira Mrs. Thompson Mrs. Todd	\$500	Comparison of attendance data to 2013-14 school year

Increase the percentage of parents that fill out an elementary parent survey at the fall parent teacher conference by 20%.	October 23 & 24, 2014 Parent Teacher Conferences	Mrs. Ricketts, Mrs. Winters, New Title teacher, Mrs. Todd, Mr. Burrell, Mr. Linden, Mr. Ricketts	Title I Grant \$100	Comparison of number of surveys completed compared to 2013-14 school year
Host ice cream (I SCREAM) for ISAT-Parent involvement activity.	February	Mrs. Carnes, Mrs. Lumbeck, Mrs. Mills, Mrs. Smith	Title I Grant \$200	Track the number of parents who attend.
Host Muffins with Mom to discuss and share reading strategies for moms of students in grades K-3 that can be utilized at home during non-school time.	Friday, October 17 th	Mrs. Klossing, Mrs. Ackermann, Mrs. Winters, Mrs. Hennenfent	Title I Grant \$200	Comparison of attendance data to 2013-14 school year
Host Donuts with Dad to discuss and share math strategies for dads of students in grades K-3 that can be utilized at home during non-school time.	Friday, November 7 th	Mrs. Klossing, Mrs. Ackermann, Mrs. Winters, Mrs. Hennenfent	Title I Grant \$200	Comparison of attendance data to 2013-14 school year
Review and revise PBIS positive behavior rules matrix	August 18 -22, 2014	J. Ricketts, Ford, Wolf, Thompson, Kelly, Mills, Carnes, Meier, Lewis, Burrell, Todd, Peters, S. Anderson	None	New list of rules created and distributed to all staff and reviewed with students in proper setting (first PBIS assembly)
In-service and continue review for all elementary staff including teachers, associates, cooks and bus drivers on PBIS program.	August 15, 2014	J. Ricketts, Ford, Wolf, Thompson, Kelly, Mills, Carnes, Meier, Lewis, Burrell, Todd, Peters, S. Anderson	None	Professional Development completed
Continue implementing PBIS Incentive Program (HEAT Store).	September – December of 2014 & January – May of 2015	J. Ricketts S. Anderson	\$1500 District Funds	Number of student earning heat bucks will be charted. Dollar value of prizes will be calculated.
Continue implementing the character educational component of PBIS.	Monthly Second Monday of every Month Sept – May	Classroom teachers	None	Discussion at grade level team meeting
Continue monthly student recognition assembly.	Monthly Second Monday of every Month Sept – May	J. Ricketts, Ford, Wolf, Thompson, Kelly, Mills, Carnes, Meier, Lewis, Burrell, Todd, Peters, S. Anderson	None	Number of students earning recognition will be charted.

Monitor student discipline referrals with SWIS software program.	Monthly	Mrs. Mynatt, Mrs. Lafary, and classroom teachers	\$250 District Funds	End of year review of data and comparison to 2013-14 school year
Begin discussions of converging PBIS and TAT.	July 28 th , 2014	Mrs. Lafary, Mrs. Lumbeck, Mrs. Ricketts	None	Meeting completed
Monitor progress of implementation and evaluate activities through student, staff, and parent surveys as well as SWIS data detailing referral numbers and types.	May 26 th , 2014	Mrs. Lafary	None	PBIS Minutes

V. REFLECTION, EVALUATION, REFINEMENT

V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- Will meet monthly on the second and fourth Wednesday of each month to discuss our progress.

V.2 MONITORING

- To monitor the progress on our goals throughout the year, we will utilize a monthly calendar that has been created for this purpose. It includes a checklist to help us as we progress through the year.

V.3 COMMUNICATION PLAN

- Have copies of School Improvement Plan available at registration, plus a folder/flyer stating schools strengths and goals
- Regular conferences (one fall semester) with students, teachers, and adult family members organized around a review of student work and academic progress
- Monthly newsletters
- Post School Improvement Plan and progress report on the school website